

The Drum

Delivering the
Multicultural Message
Monthly



Nebraska Department of Education

January 2010

I have heard bits and pieces of Martin Luther King Jr.'s "I have a dream speech" throughout my life but I had never once really read through the speech and digested all that he is talking about until today. I encourage each of you to *read* his speech and think about how what he is saying applies to education. More specifically I challenge you to think about your beliefs as a person about people of ethnic and socioeconomic backgrounds different from your own.

I don't remember anywhere along the course of my preparation to be a teacher or administrator ever being asked to really think about how I thought or viewed others would impact what I did in the classroom. It's easy to say "I don't see color" or "I teach all kids" and in Nebraska we are fortunate in most classrooms that teachers are equitable with all of the students they teach. But almost every class has that "hard to love" student. You know the ones I'm talking about—smelly, dirty, lacking in manners or home life. What is *really* going through your mind? It's not politically correct to admit that we would rather not work with this child. It's not acceptable to say that you

would rather they were in someone else's room. It's not morally correct to deny them the best teaching you can, and do, give to the cute kids, the funny kids, the smart kids, the athletic kids, or the kids with involved parents. It is, or can be, more rewarding to assist the hard to love student

to achieve to her highest potential.

Education is a matter of social justice in this country. If it is not your mission as an educator to demand equal opportunities for every student from the wealthiest to the poorest to those marginalized by society then it should be. I believe that this is what Dr. King was talking about when he said "I have a dream." The policies of your school should be there not only to create safe and orderly environments for every student but also to create a learning atmosphere where every student feels welcomed and can be successful.

Injustices faced by different groups are varied. They include extreme poverty, poor healthcare, violence against women and children, and lack of educational resources. For some populations they are exacerbated because of historical trauma and marginalization. It has often been said that education is the road out of poverty. In these difficult economic times many folks are being asked to pick themselves up by their bootstraps and do whatever needs to be done to get through. While I believe in this philosophy I also question what do you do if you don't have any bootstraps?

Martin Luther King Jr. said "I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident: that all men are created equal.'" Dr. King's dream starts in your classroom; your school building, your community. Dr. King's

dream can be realized in Nebraska when each administrator in each building and district and when teacher in each classroom makes a conscious effort to teach social justice to their students. When each teacher and administrator decides to become culturally competent—

Making Dr. King's Dream a Reality in Nebraska

Carol Rempp



teaching so every child of every background in their class learns and teaches authentically and accurately to all students about diverse populations.

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Do's and Don'ts of Celebrating Martin Luther King Day

Taken from Teaching

Displays

DO display inspirational images and quotes representing Dr. King throughout the school year and throughout the school building. His message of tolerance and nonviolence could be reinforced in P.E. classes and in the cafeteria — two locations that are most often prone to bullying and isolation. [The Mix it Up program](#) provides anti-bullying lessons and activities that support the tolerant message of Dr. King.

DON'T limit King's message to the classroom space nor to the months of January and February. Don't overuse images of King delivering a speech to a crowd; profile images; or images of King pointing upward toward the light. These images can be found anywhere and can limit his diverse character.

DO identify and display images of Dr. King in nontraditional settings. Search the Internet and picture books for images of King as a student in a classroom setting, in a library, relaxing with his family, reading a book, eating a meal, laughing or participating in some other leisurely activity.

Curriculum

DO incorporate service-learning activities as an effective tool for teaching tolerance and reducing student bias. Service learning combines community service and in-school curriculum. By pairing community involvement with classroom learning, service learning also increases the likelihood students will gain a more nuanced understanding of social issues, and that they will learn to empower — not "help" — often-marginalized communities.

DO introduce students to the many inspirational words of Dr. King dealing with many diverse issues. Search the Internet for speeches not often read in their entirety. Discuss the deeper meanings embedded within his messages. Decipher metaphors. Have students interpret King's messages in their own words.

DON'T forget that King's message went beyond "Black and White;" he also dealt with issues of gendered stereotypes, poverty and privilege. Don't overuse the more famous King speeches like: "I Have a Dream", "I've Been to the Mountain Top", "Letter from a Birmingham Jail". If they are your favorites, use higher levels of critical thinking to engage the students in dialogue and activities—move beyond the quotes.

DO Use books and materials which are written and illustrated by African-American people as primary source materials: speeches, songs, poems, and writings, which show the linguistic skill of a people who have come from an oral tradition. The [National Council of Teachers of English](#) has a list of African American authored books. Host an African-American Read-In on February 3rd to encourage additional reading.



DON'T limit your resources to the more traditional annual mainstream press reproducible. Do not wait until the third Monday of January or Black History Month to discuss the great impact Dr. King had on our nation and throughout the world.

DO teach about the life and legacy of Dr. King as a part of your regular social studies curriculum throughout the academic year.

DISCUSSIONS

DO encourage students to discuss the legacy of Dr. King with elders who might have been alive during the Civil Rights era.

DON'T assume that all stories will be positive ones. Be prepared to debrief and debunk myths and opinions while maintaining the authenticity of individual opinion.

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DO acknowledge that racism, bias and inequalities are ever present. As you include community perception about Dr. King and the struggle for Civil Rights, the voice of intolerance may be heard. Welcome the critique and teach students to challenge it with factual evidence.

DON'T treat racism and inequality as relics of the past. Hate still exists, even if it takes on a disguise.

DO invite elders from student families and the community to visit with the class and share personal reflections. If they weren't directly involved with the nonviolent Civil Rights Movement led by King, perhaps they remember hearing him live over the radio or on television. Maybe they recall what it was like to pick up their local newspaper and see him on the front cover.

DON'T assume that all Black children and their families are experts on the Civil Rights Movement and/or the life and legacy of Dr. King. Remember too that Whites were very active participants in the Movement, as were members of other ethnic groups.

DO explore the depth of negative insights about Dr. King if they arise. Use this teachable moment to discuss human nature and personal flaws. Have students identify personal strengths and weaknesses. Brainstorm on notable figures throughout our community, our government and in pop-culture who are held to high standards by the public but make mistakes nonetheless.

DON'T ignore their concerns and make Dr. King out to be an infallible creature. In doing this you might mislead students to believe that human "perfection" is attainable, causing feelings of low self-esteem.

DO emphasize Dr. King's message of nonviolence in all aspects of school, family and community life. Teach students about Dr. King's strong commitment to social justice and change through nonviolent protest despite the threat of violence against himself and his family.

DON'T let teachable moments pass you by. When students resort to violence as a response to hurt and anger, acknowledge their emotion and empower them with alternative means of expression.

Friend of American Indian Education Awards

special presentation at the November Native American Symposium

In 2008, as part of the celebration of the 10th Annual Native American Education Symposium, the Nebraska Department of Education, Office of Native American Education decided to present an award to honor those who have promoted the cause of American Indian Education in the State of Nebraska. Consideration for this award is given to someone who has shown dedication to one or more of the following areas:

1. Promoting use of tribal language or culture in the education of American Indian students in Nebraska.
2. Promoting school improvement efforts for quality education of American Indian students through continuous school improvement practices.
3. Promotes the increase of American Indian educators in schools that serve American Indian students.
4. Produce or promote curriculum that focuses on accurate and authentic instruction about American Indians for both Native and non-Native students.
5. Promote use of best practices in the education of American Indian students.
6. Promote quality family/community engagement programs for the improvement of the education of American Indian students.
7. Work for the overall betterment of the education of American Indian students.

The 2009 Friend of American Indian Education Award recipients were Patricia Mackey Stone and Judith H. Johnson. Pat and Judy worked with the State of Nebraska for seven years with the Native American High Performance Learning Communities School Improvement efforts. Through their dedication and under their guidance educators at Santee Community Schools, Winnebago Public Schools, Walthill Public Schools and Omaha Nation Public School learned about the continuous school improvement process while keeping a focus on the importance of integration of culture and language. The educators at these four schools have grown in their own capabilities to define what school improvement looks like, give voice to their ideas about what is best for the children they teach, and be persistent in continuing to move their schools in positive directions.

Ideas to Celebrate Martin Luther King, Jr. Day January 18, 2010

Martin Luther King, Jr. Day of Service: Everything you need to plan the day available at <http://www.mlkday.gov/>

Reading/listening to the "I Have a Dream Speech" <http://www.usconstitution.net/dream.html>
MLK online: <http://www.mlkonline.net/>

The History Channel <http://www.history.com/shows.do?episodeld=280253&action=detail>

Tom Brokaw brings to life the epic story of one of the most important figures in history. To commemorate the 40th anniversary of the death of Martin Luther King Jr., relive his remarkable journey for civil rights starting from the moment he reluctantly joined the bus boycott in Montgomery, Alabama. See his rise as a world figure, to his tragic death in Memphis at age 39. Interviews with Andrew Young, Harry Belafonte and Martin Luther King III will be included. Celebrity activists such as Bono, Be Be Winans and Forest Whitaker will appear in a montage of music and historical speeches that add a contemporary flair to this historical program.

Rating: TVPG Running Time: 120 minutes **Genre:** Political & Historical Figures
Airing: Monday, January 18th & 10:00 a.m. and 4:00 p.m. EST

Smithsonian Resources for Martin Luther King Jr.

A bibliography of titles in Smithsonian Institute Libraries <http://www.sil.si.edu/SILpublications/MLKBibliography.pdf>

National Museum of African American History and Culture

<http://nmaahc.si.edu/>

Lesson Plan Resources:

Hot Chalk Lesson Plans Page

<http://www.lessonplanspage.com/SSMartinLutherKing5.htm>

<http://www.lessonplanspage.com/ArtSSArtToRecordHistory-KingRinggold-BlackHistory2.htm>

<http://www.lessonplanspage.com/SSCICivilRightsMovementWebProjectHS.htm>

additional MLK Day and Black History Month units main page:

<http://www.lessonplanspage.com/BlackHistoryMonth.htm#>

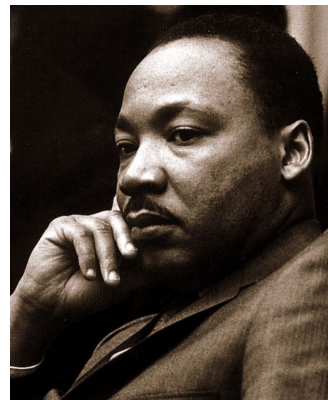
Multiple ideas available from Education World: <http://www.educationworld.com/holidays/archives/mlking.shtml>

New York City Department of Education:

<http://schools.nyc.gov/Academics/SocialStudies/EducatorResources/Martin+Luther+King+Jr.+Teaching+Resources.htm>

The Holiday Zone: excellent discussion questions and writing prompts available

<http://www.theholidayzone.com/mlk/>



For all my years in public life, I have believed that America must sail toward the shores of liberty and justice for all. There is no end to that journey, only the next great voyage. We know the future will outlast all of us, but I believe that all of us will live on in the future we make.
Edward Kennedy

In matters of truth and justice, there is no difference between large and small problems, for issues concerning the treatment of people are all the same.
Albert Einstein

Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe.
Frederick Douglass

Justice will not come to Athens until those who are not injured are as indignant as those who are injured.
Thucydides

It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have.
James A. Baldwin

Justice in the life and conduct of the State is possible only as first it resides in the hearts and souls of the citizens.
Plato

Linking Quotes of Justice

Whoever is content with the world, and who profits from its lack of justice, does not want to change it.
Friedrich Durrenmatt

I'm for truth, no matter who tells it. I'm for justice, no matter who it's for or against.
Malcolm X

We win justice quickest by rendering justice to the other party.
Mohandas Gandhi

Men who want to support women in our struggle for freedom and justice should understand that it is not terrifically important to us that they learn to cry; it is important to us that they stop the crimes of violence against us.
Andrea Dworkin

Ethics and equity and the principles of justice do not change with the calendar.
David Herbert Lawrence

Nobody can give you freedom. Nobody can give you equality or justice or anything. If you're a man, you take it.
Malcolm X

Injustice anywhere is a threat to justice everywhere.
Martin Luther King, Jr.

TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER



Teaching Diverse Students Initiative (TDSi)

Does your school address the needs of all its students? Does it address the needs of racially and ethnically diverse classrooms? Create a [TDSi user account](#), and then take the [TDSi School Survey](#). The survey is designed to generate inquiry and discussions that can improve learning.

Free Download Resource for Parents

[Beyond the Golden Rule: A Parent's Guide to Preventing and Responding to Prejudice](#) offers practical, age-appropriate advice from psychologists, educators and parenting experts to help parents teach respect and tolerance in day-to-day activities.



Understanding and Addressing Cyberbullying

Thursday, February 11th, 2010
8:00 a.m. – 3:30 p.m. **FREE**
Jewish Community Center Auditorium
333 S 132nd Street Omaha, NE 68154

Please contact the ADL office at 402-334-6573 or igall@adl.org to register. Space is limited so please contact us soon! Lunch and breakfast provided, registration FREE

As an educator, you know that cyberbullying is a growing problem in today's schools. From mean-spirited blog gossip to harassing text messages to threats on "bash boards," electronic communication has taken adolescent teasing beyond the school grounds and daytime hours to a whole new level of cruelty. Tools like e-mail, blogs, social networking sites, text messaging and web-cameras enable bullies to persecute their victims anonymously, instantaneously and in front of a world-wide-web audience. While the harassment may start in cyberspace, it can and sometimes does escalate to physical violence.

The Anti-Defamation League (ADL) Plains States Region, through a generous grant from Microsoft® and Symantec®, is pleased to invite you to attend an innovative training program, **Cyberbullying: Understanding and Addressing Online Cruelty**. This nationally-recognized initiative is designed to help educators develop a comprehensive school policy in preventing and stopping online harassment as part of a wider strategy to ensure a culture of safety and respect for all students.

Who:	Elementary teachers	Middle school teachers	High school teachers
	Counselors	Resource officers	Media Specialists
	Administrators	District and state personnel	

What: One-day training seminar featuring ADL's nationally-recognized curriculum and legal expertise by school attorney Gregory Perry from PGH&G Attorneys At Law.

When: February 11th, 2009.
Registration 8:00 a.m., concludes at 3:30 p.m.

Where: Jewish Community Center (333 S 132nd Street, Omaha, NE)

Cost: None. Breakfast and lunch are provided.

With more than 33 percent of teens reporting that they have experienced cyberbullying from their peers, the issue has become a real concern. We look forward to helping you create an effective anti-bullying policy and approach for your school.





Photo courtesy National Museum of the American Indian
Relatives and friends celebrate a 21st century wedding. The Foxx Family (Mashpee Wampanoag) is, from left, Anne, Monet, Majai, Aisha, and Maurice Foxx. At Mashpee, age-old family ties determine tribal identity, which transcends skin color.

Story of Americans with Native and black ancestry stirs deep emotions

An exhibition opening this fall at the [Smithsonian's National Museum of the American Indian](#) explores the identity of people whose ancestry is both African American and Native American.

"IndiVisible: African-Native American Lives in the Americas" is an exhibition of 20 banners bearing photographs and text. It will be shown at the museum in Washington from Nov. 10 through May 31, 2010.

Complete story available at [Indian Country Today](#).

[The National Native Children's Trauma Center](#) (NNCTC) is the result of a cooperative agreement funded by the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) under the National Child Traumatic Stress Initiative. The NNCTC is a Category II Treatment and Service Adaptation Center with the charge of providing national expertise on childhood trauma among American Indian/Alaska Native (AI/AN) children with a particular focus on working with school communities across the United States.

- Relationship problems
- Drug and alcohol abuse
- Violent behavior
- Suicide and depression
- Lower grades, increased school suspensions, and dropout
- Bullying and victimization





[Deadline: January 29, 2010](#)



The Native American Education website will be rolled into the Multicultural Education website February 1, 2010. The Multicultural Education site is currently under major revisions.

<http://www.education.ne.gov/mce>

Upcoming Dates

Native American Education Advisory Council Meetings

Chadron

March 17, 2010*

May 6, 2010*

**date change*



Wayne

February 9, 2010

April 27, 2010

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<http://www.education.ne.gov/nativeamer>